

**A Class guards are comprised intermediate levels of depth, quality of design, and excellence. Successful design combines a logical composition that facilitates the display of skills and achievability.**

Stylistic diversity is to be encouraged with all choices given equal potential for success.

# Composition

Score

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100

## Whose composition contained the greater:

- Use of design elements in form, body, and equipment
- Motion to connect events
- Design and orchestration, both through time and in layered events
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2			Box 3			Box 4			Box 5		
<b>0 to 6</b>	<b>7</b>	<b>14</b>	<b>22</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>70</b>	<b>80</b>	<b>90</b>	<b>94</b>	<b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>			Sometimes Knows <b>30 to 59</b>			Frequently Understands <b>60 to 89</b>			Always Applies <b>90 to 100</b>		

# Excellence

Score

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100

## Whose performers demonstrated the better:

- Achievement of spacing, line, timing, and orientation
- Achievement of a dynamic range through the efforts of space, time, weight, and flow
- Adherence to style in equipment, movement, and motion
- Training, concentration, stamina, and recovery
- Achievement of characteristics, detail, and nuance

### Sub Caption Spread Guidelines

Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

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200

**WGI DESIGN ANALYSIS A CLASS**

BOX 1 Seldom Exp. 0 to 06			BOX 2 Rarely Discovers 07 to 29			BOX 3 Sometimes Knows 30 to 59			POINTS OF COMPARISON	BOX 4 Frequently Understands 60 to 89			BOX 5 Always Applies 90 to 100														
0	3	6	7	13	14	21	22	29		30	39	40	49	50	59	60	69	70	79	80	89	90	93	94	97	98	100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:						SOME/SOME	MOST/MOST	ALL/ALL to 4 SOME/SOME		SOME/SOME	MOST/MOST	ALL/ALL to 5 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL												

**COMPOSITION – AT AN INTERMEDIATE LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks read-ability.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional, presented singly.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of fundamentals of design and blending of elements.</li> </ul>	<p align="center"><b>USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ</b></p>	<ul style="list-style-type: none"> <li>Good knowledge of fundamentals of design and logic in EQ, MV and form, while additional challenges add depth.</li> <li>Growing understanding of triad options.</li> </ul>	<ul style="list-style-type: none"> <li>Successful and appealing blend of design techniques in EQ, MV and form.</li> <li>Successful application of triad options.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>	<p align="center"><b>MOTION TO CONNECT EVENTS</b></p>	<ul style="list-style-type: none"> <li>Consistently incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully incorporated throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Infrequent, presented singly. Incomplete composition may limit scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Some orchestration, but ideas often presented singly.</li> <li>Questionable or incomplete unity of elements.</li> </ul>	<p align="center"><b>DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</b></p>	<ul style="list-style-type: none"> <li>Strong understanding of continuity, development and design for this level.</li> <li>Unity connects the design.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding of horizontal and vertical orch.</li> <li>Consistent unity and successful design connection.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional, most often basic melody.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects the basic audio structure with occasional dynamic changes.</li> </ul>	<p align="center"><b>RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</b></p>	<ul style="list-style-type: none"> <li>Fully reflects the basic audio structure with dimensionality, and apparent dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects with greater dimensionality and frequent dynamic changes.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Basically correct.</li> <li>Beginning level of imagination and artistic effort.</li> </ul>	<p align="center"><b>IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Good level of imagination and artistic effort.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent display of imagination and artistic effort.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Basic for this class.</li> </ul>	<p align="center"><b>VARIETY OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Good for this class.</li> </ul>	<ul style="list-style-type: none"> <li>Broad for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Dysfunctional, abrupt</li> </ul>	<ul style="list-style-type: none"> <li>Beginning understanding of logical transitions</li> </ul>	<p align="center"><b>TRANSITIONS AND EQ CHANGES</b></p>	<ul style="list-style-type: none"> <li>Logical and well designed.</li> </ul>	<ul style="list-style-type: none"> <li>Embedded in the design, showing depth for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>	<p align="center"><b>CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>Elevate the composition beyond mere pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Define the details of the composition.</li> </ul>

**EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>Per-formers are generally unaware</li> </ul>	<ul style="list-style-type: none"> <li>Occasional achievement.</li> <li>Sporadic uniformity.</li> <li>Still learning how to move through space.</li> <li>Incomplete program limits demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate achievement of space, line, time, and moving through space.</li> <li>Greater clarity, moderate uniformity.</li> <li>May still be in progress but provides opportunity to demonstrate skills.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)</b></p>	<ul style="list-style-type: none"> <li>Usually achieve space, time, line with expanded responsibilities adding to the range.</li> <li>Consistent achievement moving through space.</li> </ul>	<ul style="list-style-type: none"> <li>Always achieved well and with clarity.</li> <li>Good uniformity relative to staging and orientation.</li> </ul>
	<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate achievement of time and weight.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b></p>	<ul style="list-style-type: none"> <li>Achieve an enhanced dynamic range.</li> </ul>	<ul style="list-style-type: none"> <li>Growing range of space, time, weight and flow is understood and applied.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizable but not well developed.</li> </ul>	<p align="center"><b>ADHERENCE TO STYLE IN EQ, MV AND MOTION</b></p>	<ul style="list-style-type: none"> <li>Evident and growing.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent broad range of beginning style.</li> </ul>
	<ul style="list-style-type: none"> <li>Frequent breaks and flaws without recovery.</li> <li>Concentration and stamina are sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Growing physical and mental development for this class.</li> <li>Attempted recovery from breaks and flaws.</li> <li>Developing stamina and concentration.</li> </ul>	<p align="center"><b>TRAINING, CONCENTRATION, STAMINA, RECOVERY</b></p>	<ul style="list-style-type: none"> <li>Good physical and mental development for this class.</li> <li>Good recovery from infrequent breaks and flaws.</li> <li>Good display of concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed physical and mental development for this class.</li> <li>Quick recovery from rare breaks and flaws.</li> <li>Successful concentration and stamina.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Some.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>Good understanding and enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, consistently achieved and enhanced with dynamic gradations.</li> </ul>